# DL - QUARANTEEN: Understanding & Coping

<table>
<thead>
<tr>
<th>FOCUS SKILL</th>
<th>GOAL</th>
<th>MEDIA &amp; MENTOR TEXTS</th>
<th>MATERIALS</th>
</tr>
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</table>
| SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visual or written) with input from peers. | SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare and share an original creative work representing their opinion. | **Read**
5 Ways To Combat Hopelessness In Quarantine by Aaliyah Bates
**Watch**
Quaranteen Routine Intro Episode Video by Adam Dickerson
**Listen**
The Quarantine Episode by Girl Talk | Access to media & mentor texts from a phone or other media device
Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat |

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<tr>
<th>SESSION AGENDA</th>
<th>ENERGIZER</th>
<th>KEY VOCABULARY</th>
</tr>
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</table>
| Review the agenda (posted): | Caption This - Zoom Edition | COVID-19
Social Distancing
Quarantine
Health
Routine
Coping
| |
| Energizer | Materials: Zoom video chat |
| (05 min) Caption This | 1. Facilitator screen shares a picture on their computer (either random or an image from quarantine life).
2. Everyone has 30 seconds to write a caption for the photo (share the caption on chat or handwrite and take turns reading aloud).
3. Extension: give participants 2 minutes to take a photo of their quarantine life and caption or hashtag it. |
| Explore | |
| (05 min) Review Objective and Respond | Take some time to check-in with the group, talk about what is going on in their lives and yours. |
| Think | |
| (25 min) Think/Pair/Share | |
| Make | |
| (05 min) Brainstorm | |
| (10 min) Research/Draft | |
| (10 min) Write/Review | |
| (05 min) Formalize | |
| Share | |
| (10 min) Share Out | |

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<th>EXPLORE</th>
<th>MAKE</th>
<th>SHARE</th>
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| **Go Around:** Before beginning, do a check-in to see what participants know about COVID-19. If support in understanding is needed, shift the focus of the lesson to researching COVID-19. | **Brainstorm**
Participants may choose to work independently or a small group (2-3).
→ Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.
→ The framework/expression of the piece may be chosen by participants (visual, quantitative, oral).
**Research/Draft**
Give participants time to research and draft their piece.
**Write/Review**
Announce when they should be nearing a finished product.
**Formalize**
Add finishing touches. | **Share Out**
→ Invite participants to a whole group Zoom chat.
→ Participants share out their creation. They may choose to share out by...
- Screen sharing and narrating what they’ve created
- Hold up their creation on video chat and give presentation |

| **Closing:** Do a one word/phrase summary and go around with a mental check-in to see what’s on everyone’s mind, what their current headspace is. | **To submit and share your work with Vox, please visit this link.** |
**DL - QUARANTEEN: Self-Care**

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<tbody>
<tr>
<td><strong>Energizer</strong></td>
<td><strong>Acrostic Poem – Zoom Edition</strong></td>
<td><strong>COVID-19</strong></td>
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<td>Review the agenda (posted):</td>
<td>Materials: Zoom video chat</td>
<td><strong>Social Distancing</strong></td>
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<tr>
<td>Energizer → (05 min) Acrostic Poem</td>
<td>1. Participants will create short acrostic poems</td>
<td><strong>Quarantine</strong></td>
</tr>
<tr>
<td>Explore → (05 min) Review Objective and Respond</td>
<td>2. Each poem should be descriptive of their Quaranteen time.</td>
<td><strong>Wellness</strong></td>
</tr>
<tr>
<td>→ (30 min) Think/Pair/Share Make → (10 min) Brainstorm &amp; Draft</td>
<td>Ex: My name is ASH. I will use each letter in my name to create a sentence within my acrostic poem.</td>
<td><strong>Coping</strong></td>
</tr>
<tr>
<td>Share → (10 min) Share Out</td>
<td><em>A-</em> All of my time has been spent at home.</td>
<td><strong>Regimen</strong></td>
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<td><strong>GOAL</strong></td>
<td><strong>Anxiety</strong></td>
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<td>SW analyze and interpret media &amp; mentor texts and use their creative and critical thinking skills to produce a reflective writing piece (written &amp; oral presentation) sharing their thoughts and advice input from peers.</td>
<td>SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media &amp; mentor texts. SW will work collaboratively or individually to prepare and share a summary and connection writing piece on self-care and surviving Quaranteen.</td>
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<td><strong>Creativity</strong></td>
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<td>Read <em>Five Ways to Make Your Quarantine Experience a Positive One</em> by Sydney Coleman</td>
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<td><strong>Isolation</strong></td>
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<td><em>How To Keep Your Cool During Quarantine</em> by Halimah Budeir</td>
<td>Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat</td>
<td><strong>Beloved Community</strong></td>
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<td><em>The Quarantine Episode</em> by Girl Talk</td>
<td><strong>Focus Skill</strong></td>
<td><strong>Boredom</strong></td>
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<td>→ Give participants 30 minutes to read/listen and think with the media &amp; mentor text.</td>
<td>Draft → Groups/Individuals will draft their highlights and share their thoughts within the following framework:</td>
<td>→ Participants share out 2 highlights --what they noticed, connected to, and wonder or their illustrated creations. They may choose to share out by...</td>
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<td>1. Ask participants to note-take (words and/or drawings) while reading/listening and thinking with the media &amp; mentor text.</td>
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<td>2. Give participants 30 minutes to mute their zoom (if working individually or collectively break off into separate group chats within their group to listen or read and think along with their chosen media and mentor.</td>
<td>- <strong>Connect</strong>: Connections from the media &amp; mentor text to your own experiences</td>
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<td>During this time, participants can have small group discussions or work individually.</td>
<td>- <strong>Wonder</strong>: Express what would you like to know more about</td>
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**Key Vocabulary**
- Anxiety
- Productivity
- Creativity
- Isolation
- Beloved Community
- Boredom
- Groundedness

**GA State Standards**
- ELA
  - ELAGSE9-10RL1: Informational and Explanatory Texts
  - ELAGSE9-10RI1: Research and Inquiry Texts
  - ELAGSE9-10RI7: Literature Texts
  - ELAGSE9-10SL4: Writing and Speaking
- ELAGSE11-12RL1: Informational and Explanatory Texts
- ELAGSE11-12RI1: Research and Inquiry Texts
- ELAGSE11-12RI2: Literature Texts
- ELAGSE11-12SL4: Writing and Speaking

**GA ASD Standards**
- ELAGSE9-10RL1: Informational and Explanatory Texts
- ELAGSE9-10RI1: Research and Inquiry Texts
- ELAGSE9-10RI7: Literature Texts
- ELAGSE9-10SL4: Writing and Speaking
- ELAGSE11-12RL1: Informational and Explanatory Texts
- ELAGSE11-12RI1: Research and Inquiry Texts
- ELAGSE11-12RI2: Literature Texts
- ELAGSE11-12SL4: Writing and Speaking
- ELAGSE11-12SL5: Speaking & Listening
- ELAGSE11-12SL6: Writing & Speaking
- ELAGSE11-12SL7: Speaking & Writing
- ELAGSE11-12SL8: Speaking & Writing

**Focus Skill**
- SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a reflective writing piece (written & oral presentation) sharing their thoughts and advice input from peers.

**Goal**
- SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media & mentor texts. SW will work collaboratively or individually to prepare and share a summary and connection writing piece on self-care and surviving Quaranteen.
**Focus Skill**

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) which gives advice and/or reassurance on what people can do while in quarantine.

**Goal**

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare and share an original creative work with advice/reassurance for community members.

**Media & Mentor Texts**

- **Read**
  - Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman
- **Watch**
  - Bria is Board by Tibria Jackson Brown
- **Listen**
  - The Quarantine Episode by Girl Talk

**Materials**

Access to media & mentor texts from a phone or other media device
Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat

**Session Agenda**

**Explore**

- **Brainstorm**
- **Research/Draft**
- **Write/Review**
- **Formalize**

**Make**

- **Brainstorm**
  → Participants may choose to work independently or a small group (2-3).
  → Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.
  → The framework/expression of the piece may be chosen by participants (visual, quantitative, oral).

- **Research/Draft**
  → Give participants time to research and draft their piece.

- **Write/Review**
  → Announce when they should be nearing a finished product.

- **Formalize**
  → Add finishing touches.

**Share**

- **Brainstorm**
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- **Share Out**
  → Invite participants to a whole group Zoom chat.
  → Participants share out their creation. They may choose to share out by...
    - Screen sharing and narrating what they’ve created
    - Hold up their creation on video chat and give presentation

**Key Vocabulary**

COVID-19
Social Distancing
Quarantine
Routine

**GA State Standards**

ELA:
- ELAGSE9-10SL4
- ELAGSE9-10SL2
- ELAGSE11-12SL4
- ELAGSE11-12SL6
- ELAGSE11-12R7
- ELAGSE11-12SL2

**GA ASYD Standards**

QE1.1,1.9: Programming & Youth Development
QE4.3: Relationships
QE9.3: Family Community Partnerships

**Focus Skill Goal**

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare and share an original creative work with advice/reassurance for community members.

**Media & Mentor Texts**

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**Materials**

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Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat

**Session Agenda**

- **Explore**
- **Make**
- **Share**

**Focus Skill**

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression (visually, quantitatively, orally) which gives advice and/or reassurance on what people can do while in quarantine.

**Goal**

SW engage in discourse on the topic of COVID-19, quarantine, and mental health, with reference to the provided media & mentor texts. SW work collaboratively to prepare and share an original creative work with advice/reassurance for community members.

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- **Research/Draft**
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  → Invite participants to a whole group Zoom chat.
  → Participants share out their creation. They may choose to share out by...
    - Screen sharing and narrating what they’ve created
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**Closing:** Do a one word/phrase summary and go around sharing one piece of advice or activity they’d like to take/try.

**To submit and share your work with Vox, please visit this link.**

**Emoji Expression - Zoom Edition**

Materials: Zoom video chat

1. Participants construct a sentence using only Emojis to express how they are feeling or what they thinking about.
2. The group goes around and shares their sentence, giving space for others to interpret or respond.

This can be adapted to become a game of charades, depending on group energy level and what current group needs are. It may be appropriate to make this activity more or less quarantine related, depending on collective headspace.
## DL - QUARANTEEN: The New Normal

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| SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression using Powerpoint, Tik Tok or other video formatting. | SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media & mentor texts. SW will work collaboratively to prepare and present advice for healthy routines for Quaranteen life. | **Read** Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman  
**Watch** Bria is Board by Tibria Jackson Brown  
**Listen** Quaranteen Routine Intro Episode Video by Adam Dickerson | Access to media & mentor texts from a phone or other media device  
Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat, Tik Tok, Triller, Powerpoint |

### SESSION AGENDA

**Energizer**

→ (05 min) Song Association

→ (05 min) Review Objective and Respond

→ (25 min) Think/Pair/Share

**Make**

→ (05 min) Brainstorm

→ (10 min) Research/Draft

→ (10 min) Write/Review

→ (05 min) Formalize

**Share**

→ (10 min) Share Out

### ENERGIZER

**Song Association – Zoom Edition**

Materials: Zoom video chat

1. Facilitator screen will share words on the screen
2. Students will be given 10 seconds to respond in the zoom chat box with one lyrical sentence associated with that word. (one line from a song)
3. There will be 8 rounds/8 words for this energizer.

After the 8th round, the full group can talk about musical playlists and songs that they’ve been listening to throughout this Quarantine.

### KEY VOCABULARY

COVID-19  
Social Distancing  
Quarantine  
Wellness  
Routine  
Coping  
Regimine  
Anxiety  
Productivity  
Creativity  
Isolation  
Beloved Community  
Boredom  
Groundedness

### GA STATE STANDARDS / GA ASYD STANDARDS

ELA  
ELAGSEL9-10RL1:C  
ELAGSEL9-10RI1  
ELAGSEL9-10RI7  
ELAGSEL9-10SL5  
ELAGSEL9-10SL4  
ELAGSEL11-12RL1  
QE2: Linkages with School Day  
QE4: Relationships  
QE5: Health & Well-being

### FOCUS SKILL

SW analyze and interpret media & mentor texts and use their creative and critical thinking skills to produce a work of expression using Powerpoint, Tik Tok or other video formatting.

### GOAL

SW engage in discourse on the topic of COVID-19, quarantine, and mental, social and emotional well-being with reference to the provided media & mentor texts. SW will work collaboratively to prepare and present advice for healthy routines for Quaranteen life.

### MEDIA & MENTOR TEXTS

**Read** Five Ways to Make Your Quarantine Experience a Positive One by Sydney Coleman  
**Watch** Bria is Board by Tibria Jackson Brown  
**Listen** Quaranteen Routine Intro Episode Video by Adam Dickerson

### MATERIALS

Access to media & mentor texts from a phone or other media device  
Writing Supplies, Internet, Device with Video Camera, Zoom Video Chat, Tik Tok, Triller, Powerpoint

### EXPLORE

**Go Around:** How participants are adjusting to digital learning and staying at home. Share one piece of advice or one thing they’ve learned.

**Think**

1. Divide participants into 3-4-member small groups and assign a media & mentor text to each group. All groups will be given 20 minutes to break out into these groups on Zoom and explore their media & mentor text, facilitator jumping into chats.
2. Ask all participants to note-take (words or drawings) while thinking along with and sharing their thoughts from their media & mentor text.

**Pair**

1. Remain in media & mentor text groups for 15 minutes and establish 3-4 suggestions for creating healthy routines while adjusting to the quaranteen life or create a video tik tok video modeling a healthy routine, facilitator jumping into chats.

**Share**

1. Rejoin whole group Zoom session and share out the advice lists.

### MAKE

**Brainstorm**

→ Participants may choose to work independently or a small group (3-4).

→ Break off into separate Zoom chats for 30 minutes, facilitator jumping into chats.

→ Student can use this time to both think along with the media text and prepare a written suggestions or visual routine (powerpoint/video/tik tok).

**Research/Draft**

→ Give participants time to research and draft their 3-4 suggestion piece or video / tik tok.

**Write/Review**

→ Announce when they should be nearing a finished product.

**Formalize**

→ Add finishing touches.

### SHARE

→ Invite participants to share a link to their powerpoint/video/tik tok or have them send link to facilitator and screen share.

**Closing:** Sing or state one lyric of a song which reflects your current mood.

Offer an extension as “homework” so that participants can edit/adapt and further their healthy routines advice.

**To submit and share your work with Vox, please visit this link.**